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AUTHOR Odland, Lura M; Cebik, Mary Helen
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ABSTRACT

The paper was developed as part of a series on the employment outlook for graduates in various fields of study. The goals of home economics which reflect its commitment to the family and to the interaction between man and his environment are briefly described. Trends influencing the demand for professional home economics are presented. The trends involve: growth of the labor market, opportunities in industry and business, the growth of consumerism, the need for services including day care, the need for higher education (especially for doctoral and master's degree graduates), and the increase in the number of graduates. The career outlook for graduates in nine speciality areas is detailed. These areas are (1) business, communications, journalism; (2) child development, family relations; (3) extension, welfare, community service; (4) foods-nutrition, dietetics; (5) housing, equipment, home management, family economics; (6) home economics education; (7) institutional, hotel, restaurant management; (8) environmental art, interior design; and (9) textiles-clothing merchandising. The report concludes with a statement of the need for long-range planning to meet future societal needs. Appended are two charts containing employment figures for dietitians in the southern region of the United States. (Author/MS)

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Perspectives for the Home Economics Professions

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Lura M. Odland
and
Mary Helen Cebik

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

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Foreword

The Manpower and Education project of SREB, with partial support from the Exxon Education Foundation, publishes information on the supply and demand of college level manpower based on available studies of economic, occupational and educational trends.

In some fields it is particularly appropriate to supplement the basic manpower approach with information on the changing nature, either of the disciplines themselves or of ways in which graduates of the respective fields may be utilized. This delineation of *Perspectives for the Home Economics Professions,* for example, has been prepared by staff of a university program particularly well known for follow-up on the career development of its own graduates. A manpower study undertaken from such a perspective should have a good chance of maintaining close linkage between the statistics used and the people for which many of the statistics stand.

The ultimate criterion for evaluation of the reports in this series on manpower and education is the pragmatic yardstick, How useful is the information for guidance of students and for educational planning? Such evaluation is possible to the extent that feedback is received from those who see these publications.

Winfred L. Godwin
President

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This paper has been developed for the Southern Regional Education Board as part of its Manpower and Education project series on the employment outlook for graduates in various fields of study. Appreciation is expressed to Earl J. McGrath, for his review and comments which are incorporated in this manuscript. Dr. McGrath is the primary author of a comprehensive study of the role and scope of home economics, *The Changing Mission of Home Economics*.

Others who have made significant contributions to this study by way of comments and review are: Dean Laura Jane Harper, School of Home Economics, Virginia Polytechnic Institute; Dean Mary Below, Tennessee Technological University; Margaret Crockett, Specialist, Home Economics Education, Tennessee State Department of Education; Dean Norma Compton, Purdue University; Dean Margaret N. Perry, University of Tennessee; and Dr. Opal Mann, Director of Home Economics Programs and Federal Extension Programs, U.S. Department of Agriculture.

Lura M. Odland
Dean

Mary Helen Cebik
Administrative Assistant

College of Home Economics
University of Tennessee
at Knoxville

I. The Mission of Home Economics

From early in the 20th century home economics has sought to serve the individual and mankind through programs focusing on the family as a basic unit of society. More than 164,000 home economists are currently employed in professional positions which serve people by helping them deal with problems arising from a rapidly developing technology and changing society.

The thrust of home economics as a professional and academic discipline has been expressed by the Association of Administrators of Home Economics through five objectives:

1. To improve the conditions contributing to man's psychological and social development;
2. To improve the conditions contributing to man's physiological health and development;
3. To improve the physical components of man's near environment;
4. To improve consumer competence and family resource use;
5. To improve the quality and availability of community services which enrich family life.

As stated by the association, these goals "reflect the continuing commitment of home economics to the family and to the interaction between man and his near environment."[1]

In its focus on the family, home economics is not limited to the traditional nuclear family. Instead, a broader definition has been used which includes all individuals or groups living together and performing some family functions on either a temporary or a relatively permanent basis. This shift in scope is reflected in changed terminology, with home economics often referred to as human ecology, human development, human services, and family and consumer sciences.

Home economics integrates basic principles from many disciplines and applies them as a composite to the problems faced by individuals, families, and communities in daily life.[2] Thus, home economics is in a unique position to link abstract programs and principles in the basic sciences, humanities, and arts directly to the needs of the community through programs of service and applied research in its various subject matter areas.

The issue of whether a home economist should be a specialist or a generalist was discussed in a 1968 report on home economics in land-grant colleges and state universities.[3] What seemed at that time to be an

"either/or" argument has subsequently been replaced with the idea that a home economist must be both a generalist *and* a specialist. It has become evident that interdisciplinary, mission-oriented programs are essential at all levels of expertise in home economics — a profession concerned with the family as the basic unit of society.

Home economics has grown rapidly as a profession since the turn of the century. Colleges and universities have responded to this growth by expanding programs and graduating home economics majors in record numbers. Will future opportunities for career employment match those of the past? The growth which has been experienced in the supply of and demand for home economists is expected to continue well into the future and trends suggest that the changing needs of today's family, community, and environment will place new demands upon home economists.

The purpose of this study is to analyze and project career employment opportunities for graduates in home economics over the remainder of the decade. Using 1980 as a focus date, the number of expected graduates and the number of expected job openings within home economics generally and within specific career areas will be discussed. The projectional portions of this study are based upon the best available information concerning the state of the field today and involve conservative assumptions for the future. Attention is also given to trends which are likely to affect the future of home economics but which are not susceptible to quantification.

Data for the projections have been drawn from figures supplied by the Bureau of Labor Statistics, the Southern Regional Education Board, the United States Bureau of Census, the United States Office of Education, and other published and unpublished sources as listed. Where data sources have been in conflict, every effort has been made to identify the cause so as to reconcile figures on a realistic basis.

II. The Trends Influencing Home Economics

The growing demand for professional home economists has been most dramatic in the last decade (Table I). Using evidence from trends in social welfare, international service, education, dietetics, and business, McGrath and Johnson predicted that there would be no lessening of the need for men and women trained in the skills of home economics occupations.[4] The prediction proved to be true. The current demand for professional home economists is great, and according to the United States Department of Labor, home economists can expect to have continued employment opportunities through the 1980's.

More than 120,000 persons are employed in home economics professional career occupations, according to the United States Department of Labor. This figure includes 33,000 dietitians and 5,300 cooperative extension workers. Over 70,000 home economists are teachers, of whom about 50,000 teach in secondary schools. More than 15,000 are adult education teachers, some of whom teach part time in secondary schools. About 5,000 teach in colleges and universities. Others

Table I

Approximate Number of Employed Home Economists

Area of Employment	1965-66	1973-74
Colleges and Universities	12,400	19,140
Dietetics: General, Managerial, Clinical, Community	19,000	25,630
Elementary, Secondary, and Adult Teaching	49,200	55,590
Extension	13,200	15,160
Health and Welfare	Not Applicable	6,340
Home Economists in Business	13,200	18,620
Home Economists in Homemaking	20,000	21,560
Research	1,000	2,000
Total	128,000	164,040

Source: Data based on information from the American Home Economics Association and the American Dietetics Association membership records.

teach in community colleges, elementary schools, kindergartens, nursery schools, and recreation centers. More than 5,000 home economists work in private business firms and associations, while several thousand are in research and social welfare programs. A growing number of men are employed in home economics. Many home economists specialize in foods and institutional management, others are in family relations, child development, applied arts, and consumer education.[5] The Department of Labor estimate of the number of home economists is probably conservative. Estimates based on information supplied by the American Home Economics Association and the American Dietetics Association suggest that there are more than 164,000 home economists currently employed.

The Changes in the Labor Market

National overall trends in employment will affect the career potentials for home economists. By 1985, the United States labor force will reach 108 million.[6] The increased need for workers in the future will come from two sources: (1) employment to replace workers who die, retire, or otherwise leave the labor force, and (2) growth in occupations. In general, over the 1972-85 period about twice as many openings will result from replacements as from growth. Accounting for two of every three job openings, replacement needs will be the most significant source of white-collar, blue-collar, service, and farm employment.[7]

The trend toward replacement as a source of job openings will typify some areas of home economics, although other areas will continue to show a growth of new openings as well as replacement needs. Those areas most likely to depend upon replacement are home economics education and cooperative extension service. Areas which show opportunity for growth, in accord with present trends, include industry and business; communication, journalism; child development, family relations; foods-nutrition, dietetics; institutional, hotel, restaurant management; and interior design. In many areas new professional positions will be created because of changing societal needs.

Currently, a conservative estimate of average annual openings in 1980 is 53,540 nationally. This total may be expected to produce 15,000 openings in the Southern region (Table II). Important factors that contribute to the growth of the profession are outlined below.

Table II

Comparison of the Projected Number of Graduates and the Need for New Professionals in 1980 for the Nation and the Southern Region

Major Areas Recognized by The American Home Economics Association	Projected Number of Graduates		Projected Number of Jobs Available for New Professionals	
	Nation-wide	Southern Region	Nation-wide	Southern Region
Business, Communications, Journalism	440	110	1,550	170
Child Development, Family Relationships	5,370	1,090	23,000	7,180
Extension, Welfare, Community Service	390	50	440	220
Foods, Nutrition, Dietetics	3,490	870	5,300	1,400
General Home Economics, Other	4,410	930	2,490	240
Home Economics Education	10,850	3,750	4,130	820
Housing, Equipment	380	130	550	60
Home Management, Family Economics	250	60	580	60
Institutions, Hotel, Restaurant Management	490	70	7,500	2,200
Related Art, Interior Design	1,660	480	3,000	650
Textile and Clothing Merchandising	4,010	1,350	5,000	2,000
Total	31,740	8,890	53,540	15,000

Sources: Data derived from past patterns of graduation cited in *Home Economics in Institutions Granting Bachelor's or Higher Degrees* by Laura Jane Harper; Southern Regional Education Board projections; *Projections of Educational Statistics* by United States Department of Health, Education, and Welfare.

The Opportunities in Industry and Business

Many business concerns are becoming increasingly aware of the contributions which can be made by professionally trained home economists. Home economists will be hired by industry to develop and pro-

mote services and products for the home and to act as consumer consultants. Increased national attention to the needs of low-income families also produces a demand for home economics services. This need will be critical in the South where it has been estimated that one-third of the low-income families are located. Moreover, the need for more home economists in research grows with the continued interest in the improvement of home products and services.[8]

The Growth of Consumerism

Home economists can be expected to make potentially strong contributions to the solution of problems concerning the scarcity and conservation of energy. Inflation has increased the need for home economists with training in family finance and money manage[illegible]. Concern for the quality of life may increase the need for coordin[illegible] in the aesthetic and physical dimensions of individual an[illegible] Ever growing concern for dietary quality provides a demand f[illegible] no education in the use of food within the body, the establishment o[illegible] ards for and the development of new food products. Such needs are the basic interests of home economics. The demand for better quality control of consumer items will also produce a need for more home economists. As stated by McGrath and Johnson,

> In responding to these forces of change, educators in home economics as in other fields cannot merely pursue old ideas and old goals more efficiently. Th[illegible]y must expand their traditional ideals and goals as well as the means for achieving them, if only to keep pace with changing needs and opportunities.[9]

The Need for Services Including Day Care

The society in which home economists will find themselves in the 1980's will very likely differ from the society of the past. New service-oriented areas will yield new or expanded programs.

> . . . a shift from a three-child to a two-child family has occurred during the past decade . . the two-child average may be expected to have a profound effect on manpower policies in future years. Its influence will be visible very soon in an increase in the number of working wives and somewhat later in an aging of the labor force in the form of a gradual decline in the proportion of younger workers and a corresponding increase in the proportion of workers in the highly productive years between 38 and 55. . . a significant increase in the number of working married women is certain to stimulate greater demand for convenience foods, household appliances, child care services, and synthetic fabrics.[10]

Women are entering the labor market for additional income, self-satisfaction, and other motivations. Today 26.7 million children under the age of 18 have working mothers, and 6.1 million of these children are under the age of six.[11] When a mother is not in the home full-time, there is a need for child care, convenience foods, easy-care clothing, efficient cleaning products, and more effective methods of managing family resources. An increasing number of women entering the labor force will produce a need for additional services, training and research.

The Growing Need for Higher Education

The educational attainment level of the population is rising, with the likely result that employers will be increasing the educational requirements for jobs now filled by non-college graduates. By 1980 the number of people earning graduate degrees is expected to increase dramatically. One estimate predicts that there will be twice as many graduating Ph.D.'s in 1980 as were graduated just ten years earlier.[12] If this trend continues, nearly ten percent of the total population will have four years of college by 1980 and eleven percent by 1985. Those with five or more years of college will increase from 6.7 percent in 1980 to 8.2 percent in 1985. So a college degree, which used to mark workers for upper echelon positions, is becoming a necessity to secure entry-level jobs once performed by workers with lower educational attainment.[13]

With rising job entry requirements for many professionals, it is to be expected that graduate study will be increasingly required, either in the form of continuing education including in-service training programs, or in the form of degree attainment.

As shown in Table II, 15,000 openings are identified for the Southern region in 1980 in various occupations suitable for home economics graduates. This compares favorably to the projected 8,900 graduates. However, not all the openings will be filled by college graduates. According to past trends, it is expected that nearly three of every four openings in professional and technical occupations and more than half in managerial-administrative positions will require a college degree.[14] Applying these proportions to the 15,000 openings identified in Table II produces a range of 8,000 to 11,000 openings, which still compares favorably to the total number of expected home economics graduates in the region.

Another note of caution is in order, however. Home economics graduates will compete with graduates in other disciplines for some of the openings shown in Table II. For example, openings in hotel and restaurant management will be sought by majors in business as well as by home economics graduates, and art majors will compete for positions in interior design. The versatility of home economics graduates, with their

interdisciplinary training, will be helpful as they compete with other graduates in the labor market.

The Special Need for Doctoral and Master's Degree Level Professionals

A national survey was undertaken under the sponsorship of the Association of Administrators of Home Economics in 1972 to determine the need for doctoral persons in home economics.[15]

To illustrate the need for home economists with doctoral degrees, in 1971 there were 508 funded but unfilled positions for doctoral graduates in the various areas and professional fields of home economics. For the ten-year period (1972-1981), there will be a need for 2,102 doctoral graduates for new positions. The total projected demand for the period 1972-1981 is for 7,187 doctoral graduates, with a projected supply of only 1,507 employable doctoral graduates.

Findings of the Association survey indicate a long-continuing, unmet need for doctoral level persons for professional fields in university level administration; resident instruction; and public service including extension, research, business, and state, federal, and local agencies.

Overall, for the ten-year period of 1972-1981, the demand for doctoral graduates is expected to exceed the supply by approximately three to one. Greatest shortages for the 1972-1981 period as compared with 1971 are evident in the areas generally classified as interior design, housing, textiles, clothing, and merchandising.

In a comparison of positions available in 1971 with positions anticipated for 1972-1981, the greatest likelihood of shortages is evident in housing, equipment; related art, interior design; consumer economics; and textiles-clothing merchandising. These four areas are among programs less well developed for doctoral study in home economics units. If these areas are to be viable components of home economics programs, either considerably more emphasis will need to be placed on doctoral program development or home economics will have to recognize that a large majority of the anticipated positions will be filled by doctoral level graduates from other disciplines. Hopefully, multi- and inter-disciplinary type doctoral programs may fill the gap between supply and demand.

Generally, the Southern region has produced proportionately fewer doctoral level graduates than the United States as a whole. However, this trend is changing and in 1973, there were fifty-seven doctoral graduates in the Southern region as compared with 165 for the United States.

Most of the projections to the early 1980's for doctoral level graduates in home economics areas have not indicated strongly increasing needs in local, state, and federal agencies or in business. For example, the association survey indicated thirty-three positions available in this

group for 1971, and 110 new positions anticipated for the 1972-1981 period. With increasing emphasis on "credentialing" at all levels for state and federal agency positions, this report may be conservative.

Although there is a predictable shortage of doctoral level persons for the foreseeable future, caution is essential in planning for the initiation and development of doctoral level programs in academic institutions. Sound programs are essential and should continue to be based on the American Council of Education guidelines for doctoral programs. Particularly important is the requisite that inter- and/or multi- disciplinary doctoral programs be of significant strength and depth. Multi- and/or inter-disciplinary programs need special guidelines for student admissions as well as for program course work and dissertation research. Such programs need to be realistically geared to available resources.

To assist students within the Southern region, the Southern Regional Education Board has developed the Academic Common Market. This innovative program encourages a student to attend an institution that offers a graduate program not available in the student's home state. The unique feature of the program is that the student from another state pays in-state tuition. Students interested in the Common Market must apply to the Academic Common Market Coordinator in the home state in order to participate in the programs.

Further assistance to the scholar has been made available through the efforts of the Southern Regional Education Board. The *Catalog of Uncommon Facilities in Southern Universities* is helpful in locating unique facilities. Recently the Southern Regional Education Board has made available funds for scientists in certain fields to travel to these "Uncommon Facilities" for research purposes.

Graduates in Home Economics

The long term trend in American education has been for increasing enrollments of students of all ages. This is in response to increased educational opportunities and the need for additional credentialing for gainful employment.

The number of students to be graduated from home economics higher education is expected to increase. In the region in 1972-73 a total of 6,693 degrees in all areas of home economics were awarded. (Table III). This includes degrees in fields such as education, with specialization in home economics. Adjusted for all areas of home economics, the expected number of degrees in the Southern region in 1980 will be 8,890. (Table IV).

In higher education there are an increasing number and proportion of college students 25 to 34 years of age, and of women in all age brackets. These shifts in the composition of enrollments will tend to increase enrollments in home economics.

Table III

1980 Projections and Total Number of Degrees in Home Economics Areas Awarded in 1972-73

Major Area	Southern Region		Nationwide	
	1980 Projections	1972-73	1980 Projections	1972-73
Business, Communications, Journalism	110	164	440	337
Child Development, Family Relations	1,090	754	5,370	4,107
Extension, Welfare, Community Services	50	66	390	298
Foods, Nutrition, Dietetics	870	690	3,490	2,668
General Home Economics, Others	930	612	4,410	3,373
Home Economics Education	3,750	2,835	10,850	8,300
Housing, Equipment	130	97	380	294
Home Management, Family Economics	60	43	250	190
Institutional, Hotel Restaurant Management	70	53	490	375
Related Art, Interior Design	480	359	1,660	1,270
Textiles-Clothing Merchandising	1,350	1,020	4,010	3,070
Total	8,890	6,693	31,740	24,282

Sources: Data derived from past patterns of graduation cited in *Home Economics in Institutions Granting Bachelor's or Higher Degrees* by Laura Jane Harper; Southern Regional Education Board projections; *Projections of Educational Statistics* by United States Department of Health, Education, and Welfare.

The growing student body in two-year institutions has not been considered as a factor in the number of students graduating in 1980. Enrollment in two-year institutions has been more than doubling every ten years. However, without data on the number of students who continue in a senior college or those who directly enter the labor market in a home economics career the impact these institutions will have in home economics programs is difficult to judge. Employment information for the two-year institution graduate has been incorporated into the career areas in Section III.

In summary, the outlook is optimistic for expanding employment opportunities in home economics. Those who guide programs and curricula within departments and colleges of home economics should exercise two cautions. First, not all areas of home economics represent growth fields. Decision makers should be prepared to place their resources in areas where the need for qualified graduates is greatest. Second, projections based upon present trends are not a substitute for sensitivity to the changing needs within home economics brought about by our rapidly changing society.

Table IV

Degrees Conferred for Selected Years in Areas Considered to be Home Economics and 1980 Projections Nationwide and the Southern Region

Degree	Projected Number of Graduates, 1980	Number of Degrees Conferred for Selected Years in Subjects as Considered to be Home Economics				
		1972-73	1967-68	1963-64	1957-58	1953-54
Bachelor's						
Southern Region	8,000	5,993	3,938	2,861	2,424	2,431
Nationwide	28,000	21,691	13,549	9,569	8,258	7,467
Master's						
Southern Region	800	643	337	267	239	209
Nationwide	3,500	2,426	1,601	1,021	815	590
Doctoral						
Southern Region	90	57	24	15	9	2
Nationwide	240	165	116	63	36	25

III. The Career Outlook for Curriculum Areas

General predictions covering the entirety of home economics are not sufficient for the purposes of planning and estimating future needs. The outlook for graduates in some specialties is more favorable than in other areas of home economics. The specialty areas designated in this study are slightly modified from those used by the American Home Economics Association. These areas are (1) business, communications, journalism; (2) child development, family relations; (3) extension-welfare, community service; (4) foods-nutrition, dietetics; (5) housing, equipment, home management, family economics; (6) home economics education; (7) institutional, hotel, restaurant management; (8) related or environmental art, interior design; and (9) textiles-clothing merchandising.

Several factors influence the use of projections for specific curriculum areas. First, every career and curriculum division contains an element of artificiality; there are many specific occupations and positions which require training in two or more areas. Second, at any given point in time, curriculum areas may be redivided to accord more closely with current career opportunities and to provide a better numerical balance of students working within them. Third, each area contains within itself a diversity of career opportunities. Generally home economics programs provide for career entry into specific professions with flexibility to pursue more than one occupational goal. Highly specific job categories might seem desirable in manpower studies; however, in a space even so short as a decade, specific job titles appear and disappear. Ideally, categories with closely related training requirements should prepare graduates to be flexible in pursuing their careers.

While it is admitted that the categories chosen for use in this study are less than perfect, the same limitations would apply to any specified categories. Because the American Home Economics Association categories constitute the basis for a great many other functions related to college and university education in home economics, these are here used so other materials and information regarding the field may be correlated more easily with this report. Wherever advisable, data concerning occupational areas are given within tables attached to subsections of this section so that some flexibility may be possible in applying the results of this study to a specific situation.

Using some data from previous reports, particularly those of McGrath and Johnson,[16] along with current and projected data, estimates are provided for the supply and demand for home economists through 1980 nationally and for the Southern region.

Business, Communications, Journalism

Many home economists are employed by private business firms and trade associations concerned with consumer goods. As industry becomes aware of the skills home economists have to offer, more home economists will be employed to promote the development, use, and care of consumer products. Research testing of products and the preparation of advertisements and instructional materials will provide increasing career opportunities for home economists. Preparing and presenting programs for radio and television, serving as consultants, giving lectures and demonstrations to consumers, and conducting classes for salespersons and appliance service-persons are areas of employment for home economists. Interpreting consumer needs to help producers translate these into useful products benefit both the consumer and producer.

Nationwide it is expected that in 1980 there will be 1,550 annual job openings in this broad area of consumer products. With the expectation of only 440 home economists graduating specifically in the business, communications and journalism areas, many jobs will be filled by home economics persons trained in related areas or by non-home economics persons. Home economics educators might explore this as an area to strengthen.

Table V

Projected Number of Graduates and Annual Jobs Available in Business, Communications, Journalism, 1980

Area	Projected Number of Graduates, 1980	Projected Number of Annual Job Openings
Nationwide	440	1,550
Southern Region	110	170

Source: Data derived from membership in *Home Economists in Business* Section of the American Home Economics Association.

Child Development, Family Relations

Career possibilities for students with baccalaureate degrees in child development and family relations include the following: teacher or director of nursery school; teacher or director of day care center for

infants or preschool children; teacher or director of educational programs for culturally deprived or handicapped preschool children; teacher or director in recreational programs in hospitals or youth agencies; licensed worker for day care centers (civil service); case workers with the welfare department (civil service); and teacher or director of home-based programs for infants and preschool children. In many home economics programs students majoring in child development may be enrolled in programs which lead to certification for teaching in public school kindergarten and lower primary grades in public schools.

Career possibilities for students with Masters' degrees in child development, family relations include: vocational child care instructor (requires state teaching certification); director for preschool and infant day care facilities; recreational director for hospitals or youth agencies; teacher of child care technology in community colleges; supervisor for educational programs for young children; demonstration teacher in laboratory nursery schools; supervisor in home-based programs for infants and young children; educational consultant for home-based programs for infants and young children; case worker with the welfare department (civil service); licensed worker for day care centers; family planning coordinator; and director of community agencies.

Career possibilities for students with a doctorate in child development and family relations include: teacher at the college level; administrator; researcher; and, with some expertise in counseling, counselor in health centers.

Day care, nursery school, and kindergarten enrollments have been rising rapidly due to the growing appreciation of preprimary education and increasing employment among mothers of young children. By 1980 it is possible that nearly all of the five-year-olds, half of the four-year-olds, and almost a third of the three-year-olds will be enrolled in school. This trend, coupled with a reduction in student-teacher ratios could triple demand for preprimary teachers by 1980.

It is estimated that 25,000 new teachers trained in preprimary education will be needed each year to meet these educational needs. With only 4,400 degrees granted in preprimary education in 1968, employment opportunities for qualified teachers and directors are excellent.[17] The rationale for this highly optimistic forecast is predicated on continuing increases in the number of young children whose mothers work.

Currently, married women make up 41 percent of the employed women and 30 percent have children under the age six.[18] The number of children whose mothers work or look for work has continued to increase even though the total population of children in the United States has declined substantially since 1970. By March, 1973, there were one and one-half million fewer children in families, but 650,000 more had working mothers. Of the 64.3 million children under age 18, 26.2 million

had mothers in the labor force. At this time, six million children under age six have mothers who work.[19]

Census estimates indicate that there will be an additional one and one-half million children under age six with working mothers by 1980. For the current preschoolers whose mothers work, only one million can be accommodated by licensed day care centers. When and if funding is provided to meet the needs of children of working mothers, the demand for day care staff will be far greater than the number of persons now being prepared for child development programs.[20]

Licensed day care facilities have more than doubled since 1965.[21] It is assumed that this trend will increase and so too will the demand for kindergarten and prekindergarten teachers. However home economists are not the only persons who work as prekindergarten and kindergarten teachers; elementary education also supplies teachers for these age groups when special provision for preschool training is included in the curriculum.

The baccalaureate home economist in child development and family relations can expect a salary range of $7,000-$11,000. With advanced degrees this range moves to $9,000-$13,000. Persons with a doctorate command salaries of $15,000 and up.[22]

Coupling the historic substantial growth in the need for prekindergarten and kindergarten teachers with the trend for more working mothers, this professional area has considerable employment opportunities now and in the future. In the year 1980 it is estimated that there will be 23,000 job openings nationwide, with 7,180 openings allocated to the Southern region.[23] The projected 1,090 child development and family relations home economics graduates for the Southern region will not begin to fill the need (Table II). Despite the fact that graduates with majors other than home economics fill jobs as prekindergarten and kindergarten teachers, the outlook for home economists in this area remains highly favorable. Moreover, the area presents a major challenge to college and university home economics programs to better meet the increasing demand. With increasing standards of employment and with increasingly effective regulation of standards for pre-primary educational facilities and personnel, the need for home economics programs to prepare well-qualified graduates will be among the strongest and most visible challenges colleges and universities will experience. Because high schools, vocational schools, junior colleges, and community colleges may prepare significant numbers of staff members for prekindergarten and day care programs, the role of colleges and universities in providing instructors and directors for these training programs is extremely important in both quantity and quality.

Extension, Welfare, Community Services

The Cooperative Extension Service of the U.S. Department of Agriculture comprises the most identifiable segment in the home economics specialization area of extension, welfare and community services. The Service is specifically concerned with informal out-of-school education in basic life skills for adults and youths, and has been in operation since 1914.

Nationally the cooperative extension service is not considered to be a significant growth area for employment of professional home economists. The total number of professional extension home economists has remained stable during recent years. Indeed the greatest number of new employees have been paraprofessionals.

One newer facet of the extension program which has experienced some expansion in recent years is the expanded food and nutrition education program which employs professionals who train and supervise paraprofessionals to teach nutrition to low income families on a one-to-one basis. Here too, however, the greater expansion has been in paraprofessional employment.

Graduates wishing employment in the extension program often can find a position in one or more of the county offices. This situation is created largely because of a high turnover rate for extension positions. The range in the number of annual openings for home extension economists in the Southern region is 120-220. The projected production of graduates in the specialized curriculum area of extension, welfare and community services, both nationally and for the region, is estimated to be below employment demands.

Cooperative extension service county home economists in the Southern Region and nationally can expect to earn an average income of $12,000, with beginning salaries starting above $7,000 and increasing with tenure and experience to the $12,000 range, depending upon locality and duties. Nationwide, the average annual income for state extension home economist specialists is $12,400 annually. This does not include state administrative staff such as state leaders, and directors/deans of extension home economics.

The demand for home economists with Doctorate degrees and administrative management ability exceeds the supply. Positions available include deans, state leaders, assistant director of extension home economics; associates or assistants to these positions; state program leaders; and department chairmen and state specialists.

Foods-Nutrition, Dietetics

Home economists with an interest in foods, nutrition and people will find many career opportunities in the future. Areas of primary potential will be community nutrition, nutrition science, dietetics and food

science. Many opportunities are available for men and women with Bachelor of Science degrees; opportunities are unlimited for those with specialized training, advanced degrees and experience.

Food science administrators are needed in food product development in industry and government, educational and promotional programs for industry, food quality control programs, food supply regulatory agencies, international and domestic assistance programs, teaching and communication media. Food science professionals are needed to bridge the gap between the food industry and the food consumer. Man's use of the available food will be the key to our quality of life.

> Since the beginning of time, man has been looking for bigger and better food supplies. Not until the 19th and 20th centuries, however, were the physical, chemical, and biological principles underlying food production and processing discovered . . . During recent years, especially, every aspect of food growing, handling, and transport has been revolutionized, with profound effects on the way modern man can live . . . Playing leading roles in today's complex food industry are the men and women who work as food scientists and food processing technicians.[24]

In broadest terms the food scientist's job is to apply scientific knowledge concerning the nature of food to the immense task of providing an adequate, nutritious, and wholesome food supply. This involves every stage of producing and handling food from growing and harvesting to distribution. For example, the food scientist — also known as a food technologist — may find ways to store foods so they will not deteriorate, develop special food products for specific diets, test food additives for safety and effectiveness, or search for inexpensive sources of protein to supplement diets of the poor. The nation's food processing industry includes approximately 7,300 food scientists. These scientists are working in basic or applied research programs and are employed by the federal government, private consulting firms, and international organizations. Colleges and universities also make use of food scientists for teaching and basic research duties.[25]

In 1972 an estimated 4,500 persons were employed as food processing technicians with a projected demand for 200 additional persons a year and a projected annual need for 300 food scientists in the 1980's.[26]

Home economists, especially those trained in foods, nutrition, and consumer affairs, can fill some of the needs for health and regulatory inspectors. The 1974 estimate of persons in this area was 25,000 with an estimated need of 1,700 a year. This area will have rapid employment growth, particularly at the state government level, in response to pressure for consumer protection programs.[27]

Community nutrition study programs are designed for those students interested in working through community agencies to provide nutrition

services to all people of various ages and income levels. Recent trends indicate that the baccalaureate nutritionist will have an increasingly important role in preventive health services and in the delivery of nutrition services.

Nutritional science curricula are designed to provide in-depth training in the basic biological sciences. This option would usually prepare a student for graduate study and/or a dietetic internship to become a nutrition specialist in a medical setting.

Dietetics programs are designed to provide training for persons wishing to be dietitians in hospitals, nursing homes, extended care facilities, the armed forces, schools, colleges, universities, community health agencies, neighborhood health care centers, and child day care centers. The distribution of professional dietitians in the Southern region by employment settings is shown in Appendix 1.

The Bureau of Labor Statistics estimates that an additional 11,000 dietitians will be needed by 1980. This translates into 3,100 average annual openings, when replacement needs are included, and exceeds the 2,700 graduated in the nutrition-dietetics specialty nationally in 1973.

The 1970 census data indicate that there were 40,218 persons who gave their occupation as dietitians. This figure is above the 25,605 or 12.6 per 100,000 figure recommended by the American Dietetics Association. However, there are two points which should be considered: (1) the American Dietetics Association recommendation is for credentialed dietitians, and (2) census data report what individuals gave as their job titles. The tendency is for many employed in food services to call themselves "dietitians." This may explain why only 29.8 percent of the men and 38.6 percent of the women reportedly working as dietitians in 1970 have four or more years of college training. To be a registered dietitian one must have completed a recognized dietetics program which includes clinical experience requirements. These requirements rarely are completed in less than four years. As the supply of registered dietitians increases, fewer "dietitians" will be employed without appropriate credentialing. The number of trained dietitians needed in the region to reach the recommended ratios is shown in Appendix 2.

Considering all the occupations discussed above in the areas of food, nutrition, and dietetics, the projected average annual openings for 1980 will be 5,300 for the nation[28] and 1,400 for the Southern region, based on the national estimate (Table II). Although not all of the openings in these occupations will be filled by college graduates, nor exclusively by graduates with home economics degrees, the outlook for home economics majors specializing in nutrition and dietetics is excellent.

Factors such as federal, state, and local legislation establishing regulatory standards; consumer pressure for new products, higher quality,

and expert advice; and world food production in terms of both naturally and artificially produced items will all affect the demand for graduates in these specialties. Dietitians can expect to have a starting salary of $8,000 - $9,000 while persons with a doctorate are earning $21,000 or more.[29]

Home Economics Education

Career opportunities for person who have majored in home economics education include the following: teaching of consumer and homemaking programs in junior high, secondary schools, postsecondary schools, and community colleges; teaching of occupational home economics in secondary and postsecondary schools; teaching of adult and continuing education; promoting consumer products; developing educational and instructional materials; extension home economics; working in home economics programs in business and industry; and serving in departments of child and family and/or welfare departments.

Although graduates in this area of specialization have many employment options, information on the projected need for persons in home economics education exists only as regards the public school teaching situation (Table VI).

Table VI

Home Economics Education Projected Number of Graduates and Annual Job Openings for 1980

Area	Projected Number of Graduates, 1980	Projected Number of Annual Job Openings
Nationwide	10,850	4,130
Southern Region	3,750	820

Sources: Derived from national data from *Projections of Education Statistics* by U.S. Department of Health, Education, and Welfare. Southern regional data interpolated from national data.

Those home economics education majors who really wish to teach will find jobs.[30] As shown in Table VI, the number of graduates in home economics education exceeds the projected number of openings in the

public school system. A five-state study was conducted in Illinois, Indiana, Michigan, Ohio, and Wisconsin to determine teacher placement patterns. Within this area there was a teaching position for each home economics teacher seeking a job. Persons often had to move to a new location, but jobs were available.

Home economics teachers in the Southern region and nationally can expect to earn between $7,000 and $11,000 annually. The exact salary will depend on degree, amount of teaching experience, and local school salary supplements.

Although the direct comparison of projected job openings and projected graduates in home economics education points to an unfavorable employment outlook, there are several ameliorating factors. The most important one is the new thrust which requires occupational education as a component of the college home economics education curriculum. Home economics education majors are encouraged to acquire specialized occupational background in areas such as care and guidance of children, clothing management, food management, home furnishing and institutional and home management services. This additional background extends the employment flexibility of home economics teachers.

Housing, Equipment, Home Management, Family Economics

Home economists with emphasis on home management and family economics are needed to fill an expected 580 job openings in 1980; nationally 550 others will be needed annually to fill openings in housing and equipment. In home economics curricula these two areas are normally grouped together in a single curriculum with appropriate options and/or electives.

A person who plans to enter this cluster of occupational areas can expect to earn between $7,000 to $13,000 and, with advanced degrees, earnings go as high as $20,000.[31]

A home economist who has emphasized housing in his or her studies can expect to be employed chiefly by city, county, state, or national agencies concerned with housing policy. Some home economists are included in planning teams with urban planners and architects.

Home economists who emphasize family finance are being hired by financial institutions to give customers advice on spending, saving, and budgeting. Public agencies are also hiring persons with these competencies to hold classes and work with individuals in the area of better management of financial resources. Some will conduct research for the federal government, state agricultural experiment stations, colleges, universities, and private organizations to study the buying and spending habits of families in all socio-economic groups and to develop budget guides. Home economics graduates, however, will compete for these

Table VII

Housing, Equipment, Home Management, Family Economics
Projected Number of Graduates and
Annual Job Openings for 1980

Area of Study	Projected Number of Graduates, 1980		Projected Annual Number of Jobs Available	
	Nation-wide	Southern Region	Nation-wide	Southern Region
Housing, Equipment	380	130	550	60
Home Management, Family Economics	250	60	580	60
Total	630	190	1,130	120

Sources: Derived from *Projections of Educational Statistics* by U.S. Department of Health, Education, and Welfare; and current membership information from the American Home Economics Association.

jobs with graduates from other disciplines, such as business administration and economics. Also, fluctuating economic conditions and vagaries in funding for such programs may affect employment opportunities.

Home management and equipment persons are hired by industry and business to test equipment, write educational material, train salespersons, give demonstrations, and assist industry in identifying products that will serve the needs of consumers. Home management advisers are often contacted about teaching or giving demonstrations in homemaking skills for adults or other audiences. In 1970, according to the Bureau of Census, there were 5,403 home management advisers employed nationwide.

Persons with graduate degrees in areas of housing, equipment, home management, and family economics are in great demand for college and university teaching and research positions and also for innovative programs in businesses and agencies dealing with community development and/or public housing projects.

Institutional, Hotel, Restaurant Management

One field expected to undergo exceptional growth within the next decade is institutional, hotel, and restaurant management. Table VIII,

using census data, gives an indication of persons who have been employed in this field in the last decade. The *Occupational Outlook Handbook, 1974-75* estimates the number of hotel managers and assistants in 1974 at 110,000. The manpower needs in the lodging and food service fields will increase by 80 percent in 1980, using the base year of 1970 as reported in the *Hotel Restaurant Administration Quarterly*.[32] Industry sources estimate that the number of management and mid-management level jobs will reach 541,900 by 1980. The future annual job opening rate is estimated at 7,500.[33] Persons qualified to hold these jobs may receive their training in programs based in home economics, in business, in the tourism industry, or, most productively, in some combination of these resources.

The hospitality industry has become more aware of the need for standards and professional skills for its employees. "This emphasis on education and training for food service and lodging careers should give industry executives both a feeling of hope and concern for the future."[34]

Career possibilities for students who are graduated from programs in institutional, hotel and restaurant management include manager or administrator in hotels, restaurants, industrial plants, recreational and tourist facilities, school food services, and college or university food services. Employment in this multi-faceted industry will expand very rapidly through the mid 1980's as population growth and increased travel spur the demand for lodging and related services. The food service industry is the fourth largest in sales in the United States, and first among all service industries in the number of people served. Today's customers of the food and lodging industry are more affluent than those of the last decade, their educational levels are higher and they are more discriminating and selective. Consequently, there is a need for professional managers who are well trained in the food and lodging business.

At the end of the 1973-74 school year there were 42 university programs in hotel and restaurant management, of which more than 35 were administratively located within colleges of home economics. However, of the 1,400 university graduates in the field in 1974, only about one-third were graduated from programs in home economics. Successful programs frequently may be promoted through cooperative programs of several academic areas and the tourism industry. The number of university programs is expected to continue to grow in response to needs of the tourist industry. Enrollments in programs are growing by ten percent annually. There is great potential for developing new cooperative programs between various disciplines and the industry, especially in communities where the hotel-restaurant industry is an important sector of the local economy.

In the last decade, the rate of employment growth in this industry for the South (18.2 percent) exceeds the national rate (12.1 percent, (Table

VIII). Institutional, hotel and restaurant management in all liklihood will provide excellent career opportunities over the next decade. Average starting salaries for graduates range from $8,500 to $12,000.[35] Nationally, the average number of annual position openings for 1980 is expected to be 7,500.[36] Of this total the Southern region is expected to have 2,200 openings annually. Given a constant program growth rate, the number of graduates produced annually by 1980 will be 490 from colleges of home economics. Current tourism trends and encouragement from the industry suggest that new programs should continue to develop in this area; and therefore, the total number of graduates will be considerably higher in the future. However, even with new educational programs, the supply of graduates is expected to be short of demand nationally and at the regional level.

Table VIII

Number of Persons Employed as Managers and Administrators of Restaurants, Cafeterias, and Bars 1960 and 1970

States	1960	1970
Alabama	4,068	5,303
Arkansas	3,079	2,794
Florida	10,831	12,996
Georgia	5,267	6,919
Kentucky	4,242	4,338
Louisiana	5,807	6,231
Maryland	5,496	6,770
Mississippi	3,202	3,230
North Carolina	4,941	7,069
South Carolina	2,837	3,757
Tennessee	5,197	6,373
Texas	17,270	20,233
Virginia	5,131	7,354
West Virginia	2,890	1,498
SOUTHERN REGION	80,258	94,865
NATIONWIDE	287,029	321,775

Source: Data from 1970 and 1960, U.S. Bureau of the Census, Census of the Population: *Characteristics of the Population*, Vol. , Table 170.

Related Art, Interior Design

The curriculum area of related art, interior design is often referred to as environmental design because of the emphasis on the relationships of individuals and families to the near environment. Interior design programs may be administratively located in academic units other than home economics. Also, there are several excellent schools of design, crafts and/or interior design which provide graduates for these areas of employment.

Related Art or Environmental Design

Career opportunities in related art include the following: designer-craftsman; occupational therapist; recreational director; and craft specialist working with groups of people — extension, 4-H, scout grounds, international and domestic development programs, art center/gallery, non-credit courses, free schools, community centers.

In Tennessee, in the Southern region, and throughout the nation, there is a great demand by individuals to be part of a creative movement. More people involved in all walks of life are now turning to art either as a means of relaxation or as a profession. With shorter working hours and earlier retirement there is supposedly more leisure time. The therapeutic value of do-it-yourself hobbies for both professionals and rank-and-file personnel is gaining increasing recognition.

Crafts are being taught in more schools as students gain an early appreciation and understanding for artistic skills. There is involvement at all ages; thus the opportunities are numerous as to types of positions which are available or could be adapted.

> Two out of every five Americans now find relaxation, and sometimes profit, in crafts such as woodworking, weaving and ceramics ...Altogether, arts and crafts are said to be gaining a big and growing share — about one-fourth at the present time — of the 1.2 billion dollars which Americans are established to be spending annually on hobbies of all kinds.[37]

Arts and crafts represent a substantial share of the $3.5 billion estimated to be spent annually for employee recreation.

Accurate statistical analysis of those working in the field at any given moment is difficult due to several factors. First, those entering the field at a business or professional level are from diverse backgrounds, thus, making statistical data on the current impact of home economics programs difficult to provide. Second, graduates in the general areas are very often involved in interdisciplinary programs and are not always easily identifiable as graduates of home economics programs. Third, self-employment, part-time execution of the profession, and other employment factors are difficult to categorize.

There is an increasing demand for professionals trained in the arts

and crafts. This area will grow in the next decade both nationally and within the Southern region.

Interior Design and Community Design

Future employment opportunities for graduates in interior and community design appear excellent (Table II). A recent United States Department of Labor report states that more than 18,000 people were engaged full-time in interior design and decoration in 1972, an increase of 3,000 in the profession since 1968. Most workers in this field are located in cities. In recent years large department stores and furniture stores have become increasingly important sources of employment for professional interior designers and decorators. Some designers and decorators have permanent jobs with hotels and restaurant chains. Others are employed by architects, antique dealers, office furniture stores, industrial designers, furniture and textile manufacturers in the interior furnishing field, or by periodicals that feature articles on home furnishings. Some industrial corporations employ interior designers on a permanent basis. Interior designers also design sets for the stage, television, or movies, others design the interiors of aircraft and ships.[38]

Interior design majors will find good opportunities for employment through the 1970's with moderate increase through the 1980's. There should be approximately 1,000 annual openings available.[39] Applicants who can design and plan the functional arrangement of interior space will be in strong demand. Population growth, greater expenditures for home and office furnishings, increasing availability of well-designed furnishings at moderate prices, growing recognition among middle-income families of the value of decorators' services, and increasing use of design services for the home and for commercial establishments should contribute to a greater demand for those workers.[40]

Department and furniture stores are expected to employ an increasing number of trained decorators and designers. These stores also are expected to share in the growing volume of design and decorating work for commercial establishments and public buildings formerly handled almost entirely by independent decorators. This development will result in more opportunities in salaried employment.

> Display man in the retail trade may be a job for persons who have completed college courses in art, interior decorating, fashion design, advertising, and related subjects. This is especially true if the person wishes to advance to managerial jobs.[41]

An average of 2,000 annual job openings for display work through the 1980's provides another occupational opportunity for interior designers.[42] Interior design firms also are expected to continue to expand at the rate of 1,000 openings a year.[43]

Home economics trained interior designers can fill jobs as designers, decorators and window dressers (Table IX). The 1960 and 1970 census data indicate an increase in the number of persons employed in these combined areas. Expansion of employment in these occupations in the Southern region from 1960 to 1970, has exceeded the national increase, indicating that interior designers will have good career opportunities in the region. The expectation is for 3,000 annual job openings nationally in the combined areas of display work and interior design.[44] The openings will not all be filled by home economics graduates, nor even by college graduates. However, it is expected that formal training will become more important, and young people without special educational preparation will find entrance into the field increasingly difficult.

Table IX.

Number of Persons Employed as Designers, Decorators, and Window Dressers 1960 and 1970

State	1960	1970
Alabama	1,144	1,962
Arkansas	468	532
Florida	3,300	5,501
Georgia	1,497	2,846
Kentucky	1,114	1,629
Louisiana	909	1,535
Maryland	1,674	3,529
Mississippi	491	874
North Carolina	1,541	3,276
South Carolina	637	1,427
Tennessee	1,354	2,562
Texas	4,664	8,142
Virginia	2,150	4,042
West Virginia	596	801
SOUTHERN REGION	21,539	38,658
NATIONWIDE	118,367	179,033

Source: Data from 1970 and 1960, U.S. Bureau of the Census, Census of Population *Characteristics of the Population*, Vol. 1, Table 170

Textiles-Clothing Merchandising

Textiles-clothing merchandising, as a field of employment opportunities, is characterized by high competition, versatility, and potential for career advancement. Professionals in this general field may modify and/or expand interests so that ultimately they may be in job categories other than those directly related to home economics. Others may eventually assume positions of a managerial nature.

The textile-apparel industries contributed a total of $16.5 billion to the United States national income in 1969 with approximately 2.4 million workers employed by these industries. Those employed in textile technology may be involved in research and textile testing with fiber manufacturing; quality development and control in spinning and weaving mills; the development and manufacture of soaps and detergents; consumer concerns of large mail-order chain stores; and the regulation of governmental and commercial organizations. Students with advanced degrees qualify for positions in college teaching and research and in managerial aspects for agencies and/or textile firms.

Those employed in merchandising at the retail or wholesale level may be involved in consumer needs, public relations, educational programs of pattern companies and manufacturers or distributors of sewing notions and textile products; comparison shopping, fashion coordination, fashion journalism, educational material development, program and display coordination, and home economics extension programs.

The current, rapidly increasing and heavy emphasis on consumerism (preference and legislation) within the textile industry is opening up many new positions for home economics graduates with training in textile technology and consumer economics. This is of great importance in the South because of the concentration of textile industry in this region.

Home economists, who have training in textiles-clothing merchandising, can fill jobs as administrators, buyers, and managers in the retail trade. The census data for salaried managers and administrators in apparel and accessories stores for 1960 and 1970 gives some indication of the future jobs for students who train in this area (Table X). Many opportunities are available to home economists who have been graduated from programs emphasizing textiles-clothing merchandising.[45]

Within the Southern region, for each state except West Virginia, which showed a loss during the 1960-70 census period, there was an increase in the number of managerial and administrative persons employed in apparel and accessories stores. The 22 percent increase in the Southern region exceeds the national increase (14 percent).

The total number of graduates in textiles clothing merchandising was 3,070 in 1973; 4,010 are expected to be graduated in 1980. New positions created annually, along with a considerable number of openings resulting from job turnovers, are projected to total 5,000 for 1980.

Graduates of home economics, business administration, liberal arts, and other academic programs will compete for these openings. Graduates whose special preparation includes field training as well as pre-employment work experience will have a competitive advantage.

Table X

Persons Employed as Managers and Administrators in Retail Trade Apparel and Accessories Stores 1960 and 1970

State	1960	1970
Alabama	675	803
Arkansas	368	409
Florida	1,917	2,496
Georgia	1,092	1,276
Kentucky	583	836
Louisiana	910	952
Maryland	887	1,123
Mississippi	355	395
North Carolina	946	1,504
South Carolina	447	624
Tennessee	5,197	6,373
Texas	2,567	2,789
Virginia	954	1,101
West Virginia	380	357
SOUTHERN REGION	17,278	21,038
NATIONWIDE	50,018	57,179

Source: Data from 1970 and 1960, U.S. Bureau of the Census, Census of Population: *Characteristics of the Population*, Vol. 1, Table 170.

IV. The Future: Planning With Flexibility and Confidence

In the 1980's there will be fewer graduates than positions available, both nationally and in the Southern region, in various specialties of home economics (Table II). Graduates should be able to develop suitable careers during the next decade, but this general outlook should not be a source of complacency. The specific trends and projections recorded in Section II strongly suggest major challenges for curriculum and program development. The favorable graduate-job ratio in home economics can best be maintained by continuing to prepare students to meet the needs of the future.

As was summarized in Table II, the number of projected openings for home economics graduates in 1980 exceeds the projected number of graduates in the region by approximately 6,000. This optimistic outlook, nevertheless, demands caution: the very size of the shortage of trained home economists could be detrimental to the field in the decade beyond 1980 unless steps are taken to bring the available number of graduates more closely in line with employment demands. Long-range planning, with intensified effort to extend and expand programs in home economics to meet societal needs of the future, are needed today. Unlimited expansion is not the answer to the challenge facing home economics educators. The quality and the specialized skills of graduates in various curriculum areas are critical for meeting future needs. Two considerations are of great importance in planning for the future: (1) allocation of program resources, and (2) counseling of potential students.

Another consideration of importance lies in the extension of interdisciplinary efforts to produce flexible graduates capable of responding to changing needs. Graduates trained with this orientation will have the versatility to develop fulfilling careers. They will also have a greater ability to provide solutions for future concerns of families and society.

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APPENDIXES

Appendix 1

American Dietetic Association
Place of Employment
1973-74

State	Place of Employment										
	Hospital	Health Care Facility	College or University	Commercial or Industrial	Government Agency	School	Public Health Agency	Self-Employed	More than One Place	Outside Dietetics	Other
Alabama	146	20	47	4	9	6	23	3	15	5	19
Arkansas	58	11	10	1	5	3	6	5	18	3	9
Florida	315	43	38	12	19	48	45	29	35	14	44
Georgia	159	28	34	11	13	16	13	9	18	7	16
Kentucky	132	18	33	1	4	3	6	4	10	2	15
Louisiana	147	17	44	1	8	32	18	6	29	8	16
Maryland	235	50	38	12	45	26	45	15	14	8	34
Mississippi	85	10	18	3	5	5	6	6	12	0	4
North Carolina	154	30	34	5	8	13	17	10	21	5	23
South Carolina	71	6	10	0	2	5	7	3	10	3	7
Tennessee	186	21	49	3	12	12	20	10	6	3	18
Texas	454	66	107	22	32	61	33	48	58	15	50
Virginia	220	28	32	7	24	24	15	14	15	17	41
West Virginia	57	3	7	1	2	3	4	2	4	2	3
TOTAL	2419	351	501	83	188	257	258	164	265	92	299

Source: American Dietetic Association

Appendix 2

Projected Number of Trained Dietitians Needed for Selected Years Based on Population Projections

State	1980		1985	
	Projected Population	Projected Number of Dietitians Required	Projected Population	Projected Number of Dietitians Required
Alabama	3,565,000	449	3,634,000	458
Arkansas	2,126,000	268	2,052,000	259
Florida	8,280,000	1,043	8,908,000	1,131
Georgia	5,191,000	654	5,494,000	692
Kentucky	3,372,000	425	3,461,000	436
Louisiana	3,975,000	501	4,141,000	522
Maryland	4,782,000	603	5,255,000	658
Mississippi	2,245,000	283	2,268,000	286
North Carolina	5,482,000	691	5,682,000	716
South Carolina	2,731,000	344	2,800,000	353
Tennessee	4,259,000	537	4,430,000	558
Texas	12,812,000	1,614	13,625,000	1,717
Virginia	5,229,000	659	5,512,000	695
West Virginia	1,634,000	206	1,598,000	201
SOUTHERN REGION	65,683,000	8,277	68,860,000	8,682
NATION-WIDE	226,934,000	28,594	239,329,000	30,155

Source: Current Population Reports, *Population Estimates and Projections* (The need ratio of 12.6 dietitians per 100,000 people is used to calculate projected number of dietitians required)